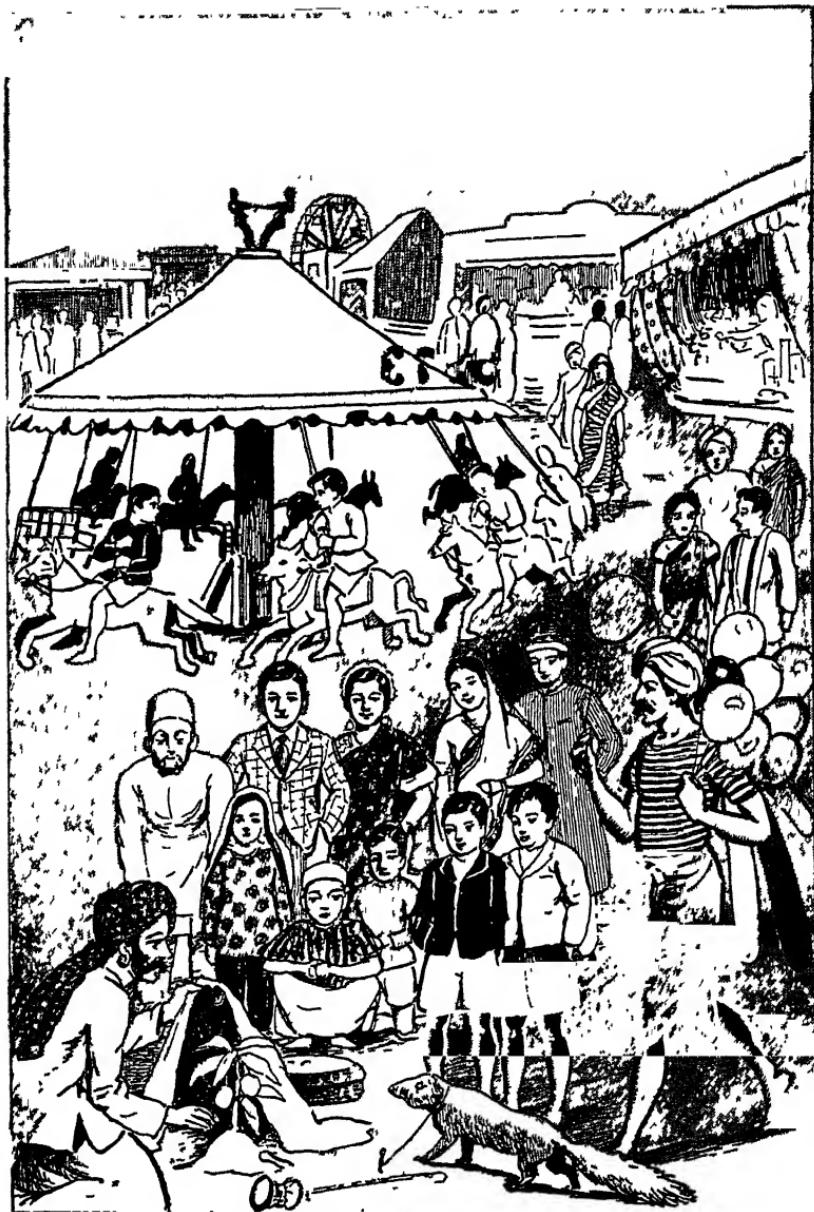


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TIRUPATI



A VISIT TO A FAIR—Lesson 7.

THE CORONATION ENGLISH READERS

— BOOK II —

5973

EDITED BY

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1. A FARMER'S FAMILY AT WORK



family bough
husband parent
cattle wife
drive home

elder at work
cradle go to sleep
rock stop work
look after

Note—Study the picture closely, read the lesson silently, and then answer the questions given at the end of the lesson

This is a picture of a farmer's family at work. That man there is the farmer. Where does he work? He works in his field. The woman near him is his wife. He is her husband. His wife is helping him in his work.

Look at his children there They are at work too. There are three children, two sons and a daughter. That boy there is the elder son. He is grazing his father's cattle In this way he helps his parents.

The younger son is a baby He is in the cradle which you see hanging from the bough of a tree. His sister is standing near the cradle. How does she help her parents? She looks after the baby when her parents are working in the field. When the baby cries, she rocks the cradle. What does the baby do when she rocks the cradle? He stops crying, and goes to sleep.

When evening comes, father and mother, son and daughter, all stop their work and go home. The mother carries the baby, while father and son drive the cattle home.

QUESTIONS

1. Where is the farmer's family at work?
2. Does the farmer's wife help him?
3. How does the elder son help him?
4. How many children has the farmer?
5. What does the girl do to make the baby go to sleep?
6. When do they all stop their work?

PRONUNCIATION

<i>fat</i>	<i>cattle</i> — <i>kite</i>	<i>wife</i>	
<i>baby</i>	<i>cradle</i> — <i>there</i>	<i>parent</i> — <i>clock</i>	
<i>cow</i>	<i>bough</i> — <i>run</i>	<i>husband</i> — <i>bed</i>	<i>rock</i>

EXERCISES

1 Fill up the blanks using the phrases given at the head of the lesson —

(1) When the father is working in the field, the son looks at the cattle (look)
(2) When we are tired, we sleep (sleep)
(3) Husband and wife stop in the evening (stop)
(4) Father and son look at the cattle (look)

2 Complete the following sentences —

The daughter rocks the cradle when

The daughter sits by the cradle when

3 The farmer works in his field

Where does he work?

Oh! What a fall!

These are sentences. Note that a sentence begins with a capital letter, and ends with a full stop (.), or a question mark (?) or a wonder mark (!).

4 Learn —

husband
son
brother
father

wife
daughter
sister
mother

2 SPRING-WORK AT THE FARM



spring

sow

seed

harvest

plough

tender

as soon as

harrow

leap

busy

duckling

queer

forget

What does the farmer in the Spring?
He sows the seeds that harvests bring:
But first he wakes the earth from sleep,
By ploughing it well and harrowing it deep

And busy must be the farmer's boy!
To care for the lambs that leap for joy,
To feed the calves so tender and young,
He rises as soon as the day's begun

And then the farmer's wife so kind,
Food for the ducklings and chicks will find.
And hark! what the queer little piggy-wigs say,
'Don't forget me, I'm hungry to-day.'

PRONUNCIATION

<i>bring</i>	<i>swing</i>	<i>spring</i>	—	<i>low</i>	—	<i>sow</i>
<i>feed</i>	<i>seed</i>	<i>leap</i>	—	<i>harm</i>	—	<i>harvest</i>
<i>bough</i>	<i>plough</i>	—	<i>calf</i>	<i>calves</i>	—	<i>queen</i>
<i>nut</i>		<i>duckling</i>	—	<i>narrow</i>		<i>harrow</i>

EXERCISES

1 Answer the following questions —

- (1) What does the farmer do in the *spring*?
- (2) What must he do before he sows the *seed*?
- (3) What does the farmer's boy do?
- (4) When does he *rise*?
- (5) What will the farmer's wife find?

2. Rewrite these sentences, using the plural form of the important word in the subject —

- (1) The calf plays by the side of the cow
- (2) The farmer sows his seed in the spring
- (3) The river brings mud to the fields
- (4) The fox wanders in the forest
- (5) The chick cries for food

3 (1) What letter is left out in these words? —
the *day's* begun, *don't*, *I'm*

(2) Farmer's wife, farmer's boy In these the apostrophe (') denotes possession They mean 'the wife of the farmer', 'the boy of the farmer'

Rewrite these phrases using *of* to denote possession —
horse's neck, farmer's daughter, baby's cradle.

Long, long ago there was a stork who had a fox as his friend. But the fox was not a good friend. One day he played a trick on the stork. This is what he did. He invited the stork to dinner, and put some milk in a flat dish. The stork with his long beak could pick up nothing at all. The fox lapped up the milk, while the stork looked on.

It was now the stork's turn to play a trick on the fox. He asked the fox to dinner the next evening, and put the food in a jar with a long narrow neck. The stork with his long beak could easily get the food out of the jar, but the fox could not get anything at all.

This made him very angry, but taught him a lesson. He learnt that it was not wise to play tricks on others.

PRONUNCIATION

<i>morn</i>		<i>stork</i>				
<i>cap</i>	<i>lap</i>	<i>flat</i>	—	<i>pin</i>	<i>dish</i>	<i>pick</i>
<i>neat</i>		<i>beak</i>	—	<i>any</i>		<i>anything</i>
<i>nut</i>		<i>nothing</i>	—		<i>daughter</i>	<i>taught</i>

EXERCISES

- 1 (1) The fox could not get anything at all (Use *nothing*)
(2) The fox invited the stork to dinner. (Use *ask*)
(3) The jar had a long narrow neck. The fox could not get anything at all (Combine into one sentence using *because*)
(4) The fox lapped up the milk. The stork looked on (Combine into one sentence using *but*.)

2 Fill up the blanks with words and phrases taken from the list given at the head of the lesson

(1) The shepherd boy wanted to the men working in the field. He cried 'Wolf! Wolf!' when there was no wolf. The men in the field ran to his help. But there The next day a wolf came. The boy cried 'Wolf! Wolf!' The men thought that he was them. They did not come. The wolf killed the sheep. The boy a lesson.

(2) The teacher's pencil was on the floor. Dutt the pencil and gave it to him.

3 *The fox invited the stork to dinner*

This is a sentence. Every sentence has two parts—the subject and the predicate. In this sentence the subject is *The fox*, the predicate is *invited the stork to dinner*. To find the subject ask the question *Who?* or *What?* with the verb. The rest of the sentence will be the predicate.

Divide up the sentences given below as in the example —

<i>Subject</i>	<i>Predicate</i>
The fox	invited the stork to dinner

- (1) The fox was not a good friend
- (2) The girl is standing near the cradle
- (3) The stork could pick up nothing at all
- (4) The younger son is in the cradle
- (5) The stork put the food in a jar with a long neck

4 Learn —

The farmer's wife	the wife of the farmer
The stork's turn	the turn of the stork

4. THE SWING

swing
pleasant

ever
wide

river
countryside

brown

How do you like to go up
in a swing,

Up in the air so blue?
Oh, I do think it the pleasantest thing

Ever a child can do!

Up in the air and over the wall,

Till I can see so wide,
Rivers and trees and cattle and all

Over the countryside—

Till I look down on the garden green,

Down on the roof so brown—

Up in the air I go flying again,

Up in the air and down!

—R. L. Stevenson



PRONUNCIATION

<i>live</i>	<i>river</i>	<i>swing</i>
<i>never</i>	<i>ever</i>	<i>pleasant</i>
<i>cow</i>	<i>brown</i>	<i>wife</i>
<i>muddy</i>	<i>country</i>	<i>wide</i>

EXERCISES

1 *A Conversation*—

Dey.—Roy, how do you like to go up in a swing?

Roy—Oh, I like it very much

D—Is it a pleasant thing?

R.—Yes, it is the pleasantest thing a child can ever do

D.—What can you see from the swing?

R.—Why! I can see riveis, trees, cattle and all I can look down on the green garden and the brown roof.

2 *swing, thing* These two words end in the same sound They rhyme with each other Pick out the other words which rhyme with each other in this poem

5 THE SQUIRREL



hind
squirrel
bushy
tail

nest
hole
trunk
clean

berry
movement
fun
something

timid
noise
nasty

This is a picture of a squirrel. It is sitting on its hind legs on a branch, and eating a nut.

What a pretty little animal the squirrel is. It has a lovely coat and a bushy tail.

Squirrels are clean little animals. They live in the branches of trees. They make their nest in holes in tree trunks, and sometimes also in the roofs of our houses. They live on nuts and berries.

Squirrels are very quick in their movements. It is fun to see them jump from branch to branch as they run looking for food. It is easy to frighten them, for they are very timid. When something frightens them, they make a great

noise They have sharp teeth like a rat, and can give you a nasty bite.

PRONUNCIATION

<i>hind</i>	<i>hind</i> — <i>tin</i>	<i>timid</i>	<i>squirrel</i> — <i>neat</i>	<i>clean</i>
<i>out</i>	<i>bushy</i> — <i>rail</i>	<i>tail</i> — <i>best</i>	<i>nest</i>	<i>berry</i>
<i>sun</i>	<i>fun</i>	<i>something</i> — <i>trunk</i> (trungk)		
<i>post</i>		<i>hole</i> — <i>cool</i>	<i>movement</i>	
<i>ast</i>	<i>nasty</i> — <i>boy</i>	<i>noise</i>		

EXERCISES

1 Give words meaning the opposite of —
elder, narrow, hind legs, always

2 Complete the following sentences —

- (1) The girl stands as she rocks
- (2) The fox laughed as he lapped
- (3) The boy plays as he grazes

3 Give an example of a sentence with a wonder mark from this lesson

4 The squirrel lives on berries and nuts

<i>Subject</i>	<i>Predicate</i>
The squirrel	lives on berries and nuts

The most important word in the subject is *squirrel*, it is a name word or *noun*. The most important word in the predicate is *lives*, it is a telling word or *verb*.

5 Supply suitable subjects and complete the sentences:—

- (1) has no branches
- (2) shines during the day
- (3) sleeps in the cradle
- (4) works in his field
- (5) carries her baby

6. THE CURLIEST THING

curl paw vest grey wee soul

The squirrel is the curliest thing
I think I ever saw;
He curls his back, he curls his tail,
He curls each little paw,
He curls his little vest so white,
His little coat so grey—
He is the most curled-up wee soul
Out in the woods at play!

PRONUNCIATION

girl *curl* — *saw* *paw* — *best* *vest*
way *grey* — *see* *wee* — *hole* *soul*

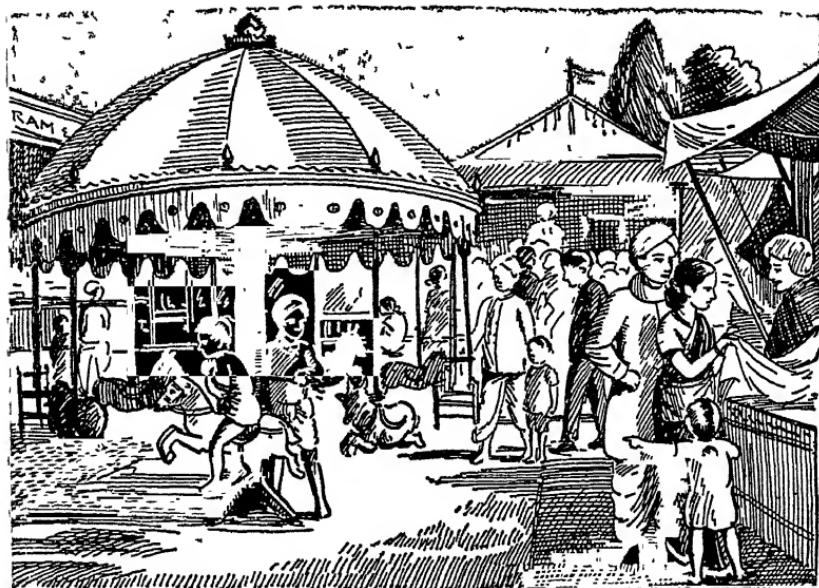
EXERCISES

- 1 Which words rhyme in this poem?
- 2 Answer the following questions —
 - (1) Which letter is curly—*C* or *I*?
 - (2) Which is the curliest part of a squirrel—back or tail or paw?
 - (3) When does a squirrel curl his paws?
 - (4) Where do we see squirrels at play?
- 3 Learn these forms.—

Going up in a swing is the pleasantest thing
child can ever do

The squirrel is the curliest thing I ever saw

7 A VISIT TO A FAIR



air	most	mango	enjoy
long	balloon	horse	a few
crowd	fine	bull	I should like to
happy	juggler	tight	lots of
hop		off	

(Dutt meets his friend Roy, who is going to a fair)

Dutt—Good evening, Roy Where are you going?

Roy—To the fair

D—To the fair? I should like to go with you.

R—Come along then

(At the fair.)

D—What a crowd!

R—Yes, and a happy crowd too.

D.—There are lots of shops, and the shopkeepers are busy.

R—Yes, most people take something away with them.



D—Here is a man with balloons I will buy a few for Moti

R—What a lovely bunch! What fine colours! How they fly in the air!

D.—Who is that man?

R—He is a juggler He is going to do the mango trick.

D—How quickly the tree grew! I should like to know how to do that trick

R.—Here is the merry-go-round It is great fun going round and round on it

D.—I should like to try it

R—Which will you ride—a horse or a bull?

D—A horse, I think

R—Then I will ride a bull Hold tight; we are off

(When the merry-go-round stopped, the two friends got down from it, and left the fair.)

R.—Well, Dutt, how did you enjoy the fair?

D.—Very much indeed, and thank you for taking me. Good night

R.—Good night, Dutt.

PRONUNCIATION

<i>there</i>	<i>fair</i>			
<i>cow</i>	<i>crowd</i>	—	<i>along</i>	<i>balloon</i>
<i>mg</i>	<i>buy</i>	<i>fine</i>	<i>tight</i>	— <i>full</i>
<i>lot</i>	<i>shop</i>	—	<i>off</i> (awf)	— <i>few</i> (fyoo)
<i>ever</i>	<i>enjoy</i>	<i>merry</i>	— <i>between</i> (bitween)	<i>busy</i>
<i>stork</i>	<i>horse</i>			

EXERCISES

1. Answer the following questions —

- (1) Who went with Roy to the fair?
- (2) Can you ride on a merry-go-round?
- (3) What did Dutt buy for Moti?

- (4) What trick did the juggler do?
- (5) What animals did the boys ride on?
- (6) Did Dutt like the fair?

2 *I should like to ride on the merry-go-round*

Write similar sentences using (1) horse, ride, (2) pen, buy, (3) fair, see

3 Frame questions to get the following answers —

- (1) To the fair
- (2) A juggler
- (3) Yes, it is great fun going round and round
- (4) I enjoyed it very much

4 Supply suitable words —

- (1) He has a — of leaves in his hand
- (2) A — of coconuts is hanging from the tree
- (3) There was a large — of people at the fair
- (4) The shepherd looks after his — of sheep
- (5) The cowherd keeps a — of cows

5 Pick out the nouns and verbs in the following —

- (1) The tree grew quickly
- (2) The two friends got down from the merry-go-round
- (3) The squirrel is eating a nut
- (4) The farmer drives his cattle
- (5) The mother carries the baby

6 Learn.—

He is going to do the mango trick

This is a good pen I am going to buy it

8 THE FOX AND THE KITTEN

everywhere	cheese	image	escape
farmyard	hungry	find	supper
kitten	bucket	heavy	fond of
nice	rope	wish	in search of
	pulley	pass	

Read this story silently, and try to find answers for the following questions.—

- 1 What did the fox want to do with the kitten?
- 2 Where did the kitten take the fox? Why?
3. What was there in the well? What did the fox take it for?
4. Why did the kitten ask the fox to get into the well and come down?
- 5 Why did the bucket with the kitten come up?
- 6 Which was the wiser—the fox or the kitten?

It was night, and the moon was shining brightly. A hungry fox went out in search of food. He searched everywhere, but did not find anything to eat.

At last he came to a farmyard. Here he saw a little kitten playing in the moonlight.

Fox.—Ah, you look very pretty playing in the moonlight. But I am hungry, and so you must be my supper.

Kitten—O Mr Fox! I am too small and would not make a very nice supper for you. Let me show you something that is bigger, and nicer to eat.

F—And what is that?

K.—Cheese

F—Cheese! I am so fond of it! Show me where it is.

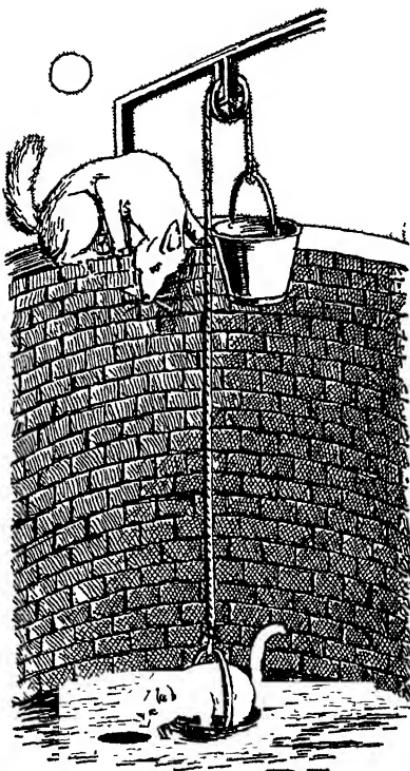
Now the kitten took the fox to the farmer's well. Two buckets were hanging from a rope that went over a pulley.

K.—Look in here. What a big round yellow cheese that is!

The fox looked into the well and saw the moon shining on the still water down below. He took the image of the moon for a cheese.

F—It is indeed a nice big cheese. But how am I to get it?

K.—Get into that bucket and go down. You can eat as much of the cheese as you wish and then come up.



F.—No, not I You go down yourself, and bring me up the cheese

The kitten got into the bucket, and down he went in it

K.—This is the biggest cheese I ever saw

F.—Bring it up, quickly

K.—It is too heavy for me I can't bring it up by myself Get into that bucket and come down to help me

The fox jumped into the other bucket As he was heavier than the kitten, he went down and the kitten came up

When the kitten passed the fox, he said, 'Mr Fox! Have the cheese all to yourself and enjoy it'

When the bucket reached the top of the well, the kitten jumped out and escaped

PRONUNCIATION

arm	farm	yard	—	grass	—	pass	—	in	—	image	wish	kitten
enjoy		escape	—	heavy		well	—	were		search		
you		food	—		rice			find			nic	e
teeth			cheese	—	not			fond				
hole			rope	—	full			pulley				
husband			bucket		hungry			supper				

EXERCISES

1 Frame suitable questions to get the following answers —

- (1) A little kitten
- (2) Because the fox was heavier
- (3) The fox took the image of the moon for a cheese
- (4) To a well
- (5) Over a pulley

2 Fill up the blanks with the words and phrases given below —

- (1) Children are play
- (2) The lamb went out water
- (3) The kitten was small, the fox wanted to eat him
- (4) The fox went down as he was
- (5) I Dult my brother and called him
- (6) Take up your book read

took for, heavier, fond of, and, but, in search of

3 *The fox is heavier than the kitten*

Write similar sentences about —

- (1) The sun and the moon (bright)
- (2) The fox and the kitten (wise)
- (3) A plantain tree and a coconut tree. (tall)
- (4) A plantain leaf and a mango leaf (big)

4 A *hungry* fox went out in search of food

Here *hungry* qualifies *fox* It is an *adjective*.

Use suitable adjectives in the following sentences.—

- (1) A lamb went to a stream to drink water
- (2) The fox put milk in a dish
- (3) The stork put food in a jar
- (4) Look at this garden
- (5) The squirrel has teeth
- (6) That man has a bunch of balloons

5 The kitten cried, 'Mi Fox! Have the cheese all to yourself and enjoy it'

Here the very words of the kitten are used. They are then put in quotation marks (' ') A comma is used to separate them from the rest of the sentence.

9 THE SHEPHERD



stray	follow	praise	ewe	peace
shall	fill	innocent	reply	nigh

How sweet is the shepherd's sweet lot!

From the morn to the evening he strays;
He shall follow his sheep all the day,
And his tongue shall be filled with praise

For he hears the lamb's innocent call,
And he hears the ewe's tender reply;
He is watchful while they are in peace,
For they know when their shepherd is nigh

—William Blake

PRONUNCIATION

day	may	stray	praise
till	fill		
morrow	follow	—	hugh
neat	peace	—	few
			nigh
			ewe

EXERCISES

1 Pick out the words which rhyme with each other in this poem

2 How sweet is the shepherd's lot!

What mark is placed at the end of the sentence? This can also be written thus —

The shepherd's lot is very sweet

3 Pick out the adjectives in the following —

shepherd's sweet lot, lamb's innocent call, ewe's tender reply

4 Give words meaning the same as —fine, nigh, ever, wide, bring

10 THE PRESENT PERFECT TENSE

sum

ill

since

Boys—Good morning, sir

Teacher—Good morning, boys The bell has rung, and you have all come in good time to-day Let us now begin our work

Teacher—Ram, have you read your lesson?

Ram.—Yes, sir, I have read my lesson.

Teacher—Gopu, have you worked your sums?

Gopu—Yes, sir, I have worked my sums

Teacher—Dutt, has Roy come to-day?

Dutt—No, sir He hasn't He has been ill since Monday

Teacher.—Very well Boys, take up your note-books.

What have you done?

Boys.—We have taken up our note-books

Teacher.—Write your lesson in your note-books.

What have you done?

Boys.—We have written our lesson in our note-books

Teacher.—Let me see

Mani, have you shown your note-book to me?

Mani.—Yes, I have shown my note-book to you.

Teacher.—It is noon now. It is time to go home.

Boys.—Good day, sir

Teacher—Good day, boys.

PRONUNCIATION

hungry
begin (bigín)

rung
ill

sun
since

sum

EXERCISES

1 Learn the following forms of the verbs —

Present	Past	Past Participle
work	worked	worked
take	took	taken
read	read	read*
ring	rang	rung
come	came	come
write	wrote	written
show	showed	shown
see	saw	seen
begin	began	begun

*pronounced *red*

2 Supply in each case the proper form of the verb given in brackets —

- (1) My brother has — from Madras. (come)
- (2) The teacher has — the lesson (begin)
- (3) I have — the fair (see)
- (4) This farmer has — all day in his field (work)
- (5) He has — back his book (take)
- (6) The merry-go-round has — (stop)

3 Supply the proper form of the word *have* —

- (1) Ram too — come to the fair
- (2) The classes — begun work
- (3) The juggler — grown a tree
- (4) I — worked my sums
- (5) They — done their work
- (6) It — seen the lamb on the way
- (7) The trees — grown big
- (8) The stars — set

4 Make up sentences from the following table.

The mother	is red in colour
The fox	looks after his flock
The fields	wanted to kill the kitten
The rose	is writing on the board
The shepherd	carries her baby
The teacher	are green

11 THE CROW

bold
clever
steal

even
while
lay

egg
almost
rubbish

You have all seen this bird It is the crow
The crow is black Some crows have grey necks



The crow is a very bold and clever bird When we are eating our food, it comes and steals our food It can pick up food with its beak even

while flying

Crows make their nests high up in tall trees They lay their eggs in these nests One bird always stays in the nest to watch over the eggs

Crows eat almost anything. They eat up a lot of rubbish, and so keep our places clean They help us in that way

Crows help us in other ways too They caw early in the morning and wake us up When they caw, we get up from bed and go to our work.

PRONUNCIATION

row	clow	bold
play	lay—always	(awlways)
peace	steal	even
edge	egg	clever — bucket
smile	while	rubbish

EXERCISES

1 Answer the following questions —

- (1) What does the crow do when we are eating?
- (2) Can it steal while flying?
- (3) Where does it make its nest?
- (4) How do crows help us?
- (5) What do we do when the crow caws early in the morning?

2 Put together —

When the crows caw	it is very pleasant
When the shepherd is near	the two friends got down from it
When the merry-go-round stopped	it begins to make a noise
When you go up in a swing	the sheep are in peace
When something frightens the squirrel	we get up from bed

3 The words in the following sentences are in a jumbled order. Put them right and read the sentences:—

- (1) bird is very a clever the crow.
- (2) their in eggs crows these lay nests
- (3) our clean keep places crows
- (4) work to we our go.
- (5) bucket got the into fox the

4 Pick out four adjectives from this lesson and say what words they qualify

5 Make sentences with the following verbs, nouns, and adjectives —

- (1) crow, make, tall.
- (2) stork, has, long
- (3) live, little, village
- (4) squirrels, have, bushy

12. THE CROW

provoke	being	either—or	complain	meal
respect	whenever	tune	stare	spread

Of all the flying birds I know
The most provoking is the crow.

No man does he respect at all,
No being either great or small.

Whene'er I go to rest at noon
He comes and caws all out of tune!

And when I rise up to complain
He only comes and caws again,

Then flies off in his coat of black
And in two minutes comes straight back,

Stares hard at me, mouth open wide,
And caws, his head upon one side

Whene'er our meal is ready spread,
He always comes and steals the bread

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PRONUNCIATION

clean	being	meal			
ō—ō	provoke	— high	either	— air	stare
best	respect	whenever		spread	(spred)

EXERCISES

1 What words rhyme with each other in this poem?

Add to each pair a word which rhymes —

know, crow,	complain, again,
all, small,	black, back,
noon, soon,	wide, side,
spread, bread,	rise, flies

2 Answer the following questions —

(1) Does the crow respect any one?

(2) What does the crow do when the meal is spread?

(3) What does the crow do when you complain?

3 The crow is the most provoking of all the flying birds

Write similar sentences using *useful* about (1) the cow, (2) the farmer, (3) the eyes

4 The crow respects no man

This can also be written thus.

The crow does not respect any man.

Write the following sentences similarly —

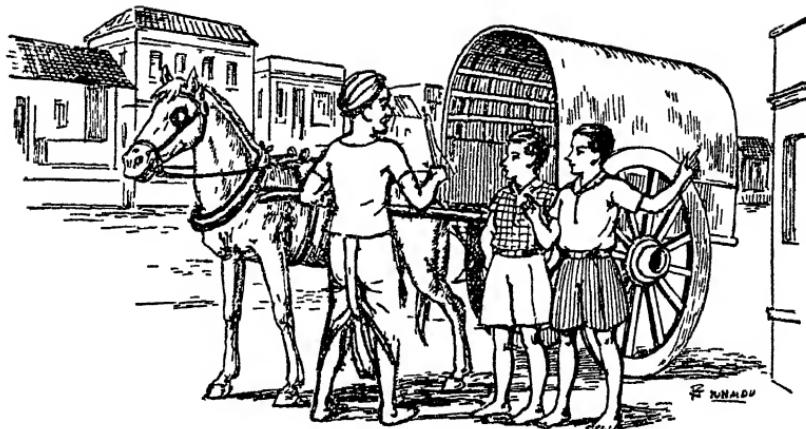
This cow gives no milk

I know no rule

We have no garden in our school.

The fox knew no way of escape.

13 HIRING A JUTKA FOR A DRIVE



park

hire

fare

certainly

Mitra—Ray, shall we go to the park now?

Ray.—That will be fine. How shall we get there?

Mitra—We can take a jutka

Ray—Then let us hire a jutka. Here is one coming

Mitra—Jutka-man! Will you drive us to the park?

Jutka-man—Yes, sir. I will take you anywhere you like

Mitra—What is your fare?

Jutka-man—Six annas, sir.

Ray.—That's too much

Jutka-man—Give me five annas, sir

Mitra—Even that is too much. Will you come for four annas?

Jutka-man—Four annas is too little, sir

Mitra—Can your horse go fast? Will you take us quickly?

Jutka-man—Certainly, sir

Mitra—All right Ray Let us take this jutka and start at once

Ray—Come on then

PRONUNCIATION

<i>hark</i>	<i>park</i>	—	<i>an</i>	<i>anna</i>	
<i>there</i>	<i>fare</i>	—	<i>her</i>		<i>certainly</i>
<i>jug</i>	<i>jutka</i>	—	<i>find</i>		<i>hut</i>

EXERCISES

1 Answer the following questions —

- (1) Where did Mitra and Ray go?
- (2) How did they get there?
- (3) How much did the jutka-man ask at first?
- (4) What did they pay him?

2 Fill up the blanks by choosing the right words from the words given in brackets —

- (1) They — (went, walked, ran, hired) a jutka to go to the park
- (2) One bird always — (flies, eats, stays, flies) in the nest to watch over the eggs
- (3) That fare is too — (black, much, bold, slow)
- (4) Squirrels live — (with, for, on, above) nuts
- (5) The coat of the squirrel is — (red, yellow, green, grey)
- (6) People — (grow, want, buy, give) things at these shops

3 *Field* means *one field* This is *singular* number

Fields means *more than one field* This is *plural* number

Give the plurals of —son, animal, hole, root, tooth, balloon, crow, way, bird, spoon, knife

Sheep Note that this has the same form for both the singular and the plural

14 CRYING FOR THE MOON

toy

servant

mirror

Here are four pictures. The baby seen in them is Rama. His mother is holding him in her arms. Study the pictures, and answer these questions --



(1) What is Rama pointing to?



(2) Is he crying or laughing?

(3) What is he crying for? (moon)

(4) Who are the women in the pictures? (servant)

(5) What does his mother give him? (toy)

(6) Does Rama stop crying?

(7) Who is running out in the third picture?

(8) What does she bring? (mirror)





CRYING FOR THE MOON—Lesson 14.

(9) What has Rama in his hand in the fourth picture?

(10) Where does he see the moon?

(11) Has he stopped crying now?

(12) Is he happy?



Complete this story of *Rama Crying For The Moon* —

One evening when Rama was a —, his — took him —. The full — was — Rama — the moon, — — for it It was — —, and he — not — it

His mother — him nice — to play —, — he did — — them Then a — ran out and — a —

The mother gave the — to — Rama now — the moon — the — He was very —

PRONUNCIATION

boy	joy	toy
midday	mirror	
hei	servant	

EXERCISES

1 Frame suitable questions to get the following answers —

- (1) For the moon
- (2) A servant
- (3) No, Rama did not want the toys

- (4) A mirror
- (5) Yes, he stopped crying

2 The crow makes its nest in trees

Crows make their nests in trees

Note that the verb *make* takes *s* for the singular and drops it for the plural

Change the important word in the subject in the following from the singular to the plural and rewrite the sentences —

- (1) The squirrel is a neat animal
- (2) The farmer works in his field
- (3) The crow eats up almost any rubbish
- (4) The shop-keeper sells many things
- (5) The juggler does tricks
- (6) The lamb loves the shepherd

3 We go to the park

We went to the park

We shall go to the park

Note the difference in time in these three sentences
Go in the first shows present time *Go* is in the *present tense* *Went* in the second shows past time It is in the *past tense* *Shall go* in the third shows future time It is in the *future tense*.

15 WHAT A BIRD THOUGHT

world
pale
shell

nor
straw
cover

flutter
beyond
really

I first lived in a little house,
And lived there very well;
The world to me was small
and round,
And made of pale blue shell



I lived next in a little nest,
Nor needed any other;
I thought the world was
made of straw,
And covered by my mother



One day I fluttered from the nest,
To see what I could find;
I said, 'The world is made of
leaves;
I have been very blind.'



At last I flew beyond the trees,
And saw the sky so blue;
Now, how the world is really
made,
I cannot tell,—can you?



PRONUNCIATION

<i>girl</i>	<i>bud</i>	<i>world</i>	—	<i>face</i>	<i>pale</i>
<i>love</i>	<i>cover</i>	<i>flutter</i>	—	<i>near</i>	<i>real</i>
<i>bell</i>	<i>shell</i>	—	<i>not</i>	<i>nor</i>	
<i>caw</i>	<i>straw</i>		<i>thought</i>	(thawt)	

EXERCISES

1 Answer these questions —

- (1) Where did the *bud* first live?
- (2) Why did it think
(i) the egg-shell,
(ii) the nest, and
(iii) the green leaves were the world?
- (3) What did it think when it saw the sky?

2 Supply the missing words —

- (1) The *chain* is made of —
- (2) The *kite* is made of —
- (3) The *pin* is made of —
- (4) The bird's *nest* is made of —

3 Write the following sentence in the usual prose order —

How the world is really made, I cannot tell

4 Change the verbs in the following from the present to the past tense —

- (1) The *bird* flies beyond the *trees*.
- (2) Rama *sees* the *moon*
- (3) His *mother* *gives* him a *mirror*
- (4) My *father* *says* so
- (5) I *think* so too
- (6) We *live* in that *house*.

5 Give the words which rhyme in this poem.

16 THE MILKMAID'S DAUGHTER



milkmaid	money	toss	in time
sell	hatch	spilt	take care of
rich	feed	sorry	set out
market	dress	count	live by

Read this story silently, and try to find out the answers to the following questions —

- (1) How did the milkmaid live?
- (2) What did her daughter wish to become?
- (3) Where was she going one day?
- (4) What did she think of doing with the money?
- (5) How did she think she was going to get rich?
- (6) What did she want to buy for herself with the money?
- (7) What would all people do then?
- (8) What would she do then?

- (9) Did she toss her head?
- (10) What became of the milk pot and the milk?
- (11) What lesson did she learn?

There was once a milkmaid who was very poor. She lived by selling milk. She had a daughter who wished to become very rich.

One day the milkmaid asked her daughter to take a pot of milk to the market to sell. She also told her to keep the money for herself.

The girl put the pot of milk on her head and set out for the market. On the way she spoke to herself like this.

'I shall get some money by selling this milk. With that I will buy some eggs and put them under a hen to hatch. I shall soon have some chickens. I will take care of them, and feed them well. They will in time become big chickens. I will sell them and get more money. I will then buy more eggs, and so get more chickens. In time I shall get quite rich. I shall then dress myself in fine clothes. All the people will stare at me when I pass by. But I will toss my head—like this.'

As she said this, she tossed her head. Down came the pot and broke, and all the milk was spilt.

The girl was very sorry. But she learnt the

lesson, 'Don't count your chickens before they are hatched.'

PRONUNCIATION

<i>shell</i>	<i>sell</i>	<i>dress</i>		
<i>chuck</i>	<i>uch</i>	<i>spilt</i>	<i>— garden</i>	<i>market</i>
<i>hold</i>	<i>bold</i>	<i>told</i>	<i>broke — hatch</i>	<i>catch</i>
<i>fun</i>	<i>honey</i>	<i>— need</i>	<i>feed — house</i>	<i>count</i>
<i>dog</i>	<i>toss</i>		<i>soiry</i>	

EXERCISES

1 There was once a milkmaid She was very poor
These two sentences can be combined into one thus
There was once a milkmaid who was very poor

Here *who* connects the two sentences *Who* is used for persons *Which* is used for things

Combine the following pairs of sentences using *who* or *which*.—

- (1) The milkmaid had a daughter She wished to become very rich
- (2) There was once a stork It had a fox as its friend.
- (3) They came to a well It was in the farm-yard.
- (4) There was a shepherd boy He was grazing his flock in a field
- (5) We saw a juggler He grew a mango tree
- (6) We saw a jutka It was coming towards us.

2. Fill up the blanks in the following with phrases chosen from the list at the head of this lesson.—

- (1) When it was a quarter to ten, the children . . . for the school
- (2) The shepherd . . . his lambs.

(3) The young plantain trees will become big trees

(4) The farmer selling his corn

3 Give words meaning the opposite of — few, buy, glad, wide, poor, ever, servant

4 Use the proper form of the word given in brackets —

- (1) We — this lesson yesterday (learn)
- (2) My brother — for Madras last week. (leave)
- (3) When I went near, the bird — away (fly)
- (4) When evening came, the farmer — his cattle home (drove)
- (5) When Rama saw the moon, he — for it (cry)
- (6) Yesterday we — a jutka and — in it to the park (hire, go)

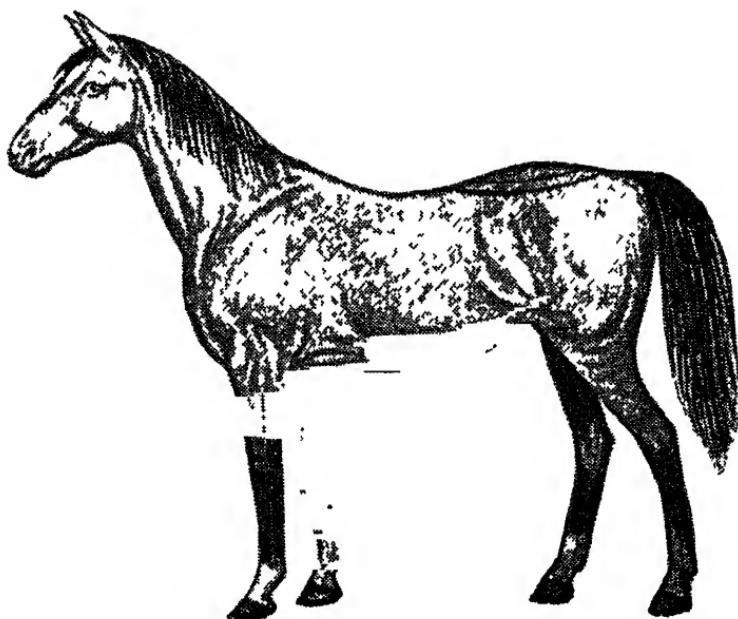
5. Note the following —

We live in houses

The squirrel *lives on* nuts

The cowherd *lives by* selling milk

17. THE HORSE



noble
mane
strong

neigh
motor
car

cart
carriage
draw

common
hunt
lorry

The horse, like the cow, the sheep, and the dog, is a friend of man. It helps him in many ways.

The horse is a noble animal, and looks very fine with its long tail and thick mane. The mane is the long hair on the horse's neck. The legs

of the horse are long and strong. It can therefore run fast. It can run much faster than the bull.

The horse is a very willing animal. It loves its master, and gladly serves him for many years. When it sees its master, it makes a funny noise; it neighs.

Before the motor-car came, carts and carriages drawn by horses were common. Now motor-cars and motor-lorries have taken their place. Horses are still used for riding and hunting. People say that the horse enjoys the hunting as much as the hunter.

PRONUNCIATION

*bold noble motor — rail tail neigh mane
long strong not common — fun worry (wúrry) hunt
far car cart
cap carriage — caw draw*

EXERCISES

1 Answer the following questions —

- (1) How is the horse a friend of man?
- (2) Can the horse run fast? Why?
- (3) Which runs faster—the horse or the bull?
- (4) Are carriages drawn by horses common now?
- (5) What have taken their place?
- (6) What are horses still used for?

2 Rewrite the following as directed —

- (1) The horse runs faster than the bull. (Use *slow.*)

- (2) The shepherd looks after his flock (Use one word for *looks after*)
- (3) The legs of the horse are long and strong
It can therefore run fast (Combine into one sentence using *because*)
- (4) Horses are still used for riding (Use *even*)

3 Use the plural forms of the words italicised and rewrite the sentences —

- (1) The *motor-car* runs fast
- (2) The *horse* was very common before
- (3) The *balloon* flies in the air
- (4) The *horse* enjoys hunting
- (5) The *sheep* grazes in the field

4 Learn.—

The horse neighs
The cock crows
The crow caws
The cat mews
The dog barks.

5 One who hunts is a *hunter*.
One who drives is a —.
One who reads is a —
One who writes is a —
One who works is a —
One who buys is a —.
One who sells is a —.

18 IF

sea
ink

cut
splash

axe

If all the world were paper,
If all the seas were ink,
If all the trees were bread and cheese,
What would we have to drink?

If all the seas were one sea,
What a great sea that would be!
And if all the trees were one tree,
What a great tree that would be!

And if all the axes were one axe,
What a great axe that would be!
And if all the men were one man,
What a great man he would be!

And if the great man took the great axe
And cut down the great tree,
And let it fall into the great sea,
What a great splash that would be!

PRONUNCIATION

see	sea	— <i>thung</i>	<i>ink</i> (ingk)	<i>think</i> (thingk)
am	an	<i>axe</i> (aks)	<i>splash</i> — <i>cup</i>	<i>cut</i>

EXERCISES

1 Answer the question in the poem

2 Learn these forms —

If all our things were gold, what would we have to eat?

If all of us were masters, who would be servants?

If all of us kept shops, who would buy?

If all the animals were horses, what would give us milk?

Note — *Were* is used in such cases with *if* to say a thing which is not a fact

3 'What a great sea it would be!' Rewrite this beginning with *It would be*

4. Write the following sentences using capitals, full stops, question marks and wonder marks where they are needed —

- (1) that man is the farmer where does he work
he works in his field
- (2) the fox was not a good friend one day he
played a trick on the stork
- (3) how do you like to go up in a swing
- (4) what a pretty little animal the squirrel is it
has a lovely coat and a bushy tail
- (5) How quickly the tree grew
- (6) the girl said i shall get some money by selling
the milk

5 Break these sentences into subject and predicate, and point out the important word in each subject and each predicate —

- (1) All the people will stare at me
- (2) The dust of the street does not get into the house
- (3) A hungry fox went out in search of food
- (4) The stork with his long beak could pick up
nothing at all
- (5) Most people take something with them
- (6) One bird always stays in the nest

19 THE PEOPLE OF JAPAN



indeed
wonderful
simple
beautiful

earthquake
build
none
stool

dust
vase
arrange
manners

courteous
bow
guest
take off

Mary—Look at the little cup father has given me, John Isn't it pretty?

John.—It is indeed Was it made in India?

M—No, in Japan

J—The Japanese must be very clever people. They make very many nice things.

M—They are. Father told me all about them.

J—Do tell me something about the Japanese

M—I shall tell you first about their homes.

J—Why? Is there anything wonderful about them?

M—Oh, yes, their houses are simple but beautiful. They are built of wood and paper.

J—Wood and paper! And why?

M—Because of earthquakes. They are very common in Japan.

J—I see. Have they nice chairs and tables in their houses?

M—No, none at all, for they live simply.

J—How then do they eat and write?

M—They spread mats on the floor and sit on them with low stools before them.

J—Do they sit with their shoes on?

M—No, they don't. When you enter a Japanese house, you must take off your shoes, and leave them at the door.

J—Oh! just like ourselves. It is a good thing, you know.

M—How is it good?

J—The dust of the street does not get into the house.

M—I see. The Japanese always love beautiful things. In every house you find a vase on a low stool, and the girls of the house arrange flowers of many colours in the vase most beautifully.

J.—What are the manners of the Japanese like?



M—Very pleasant. The Japanese are very courteous, and always bow when they receive their guests

J—Are the Japanese a great people?

M—Yes, they are. They work

hard, and love their country.

J.—Thank you, Mary, for telling me so much about the Japanese

PRONUNCIATION

<i>one</i>	<i>wonderful</i>	<i>— few</i>	<i>beautiful</i>
<i>were</i>	<i>earthquake</i>	<i>— man</i>	<i>manners</i>
<i>must</i>	<i>dust</i>	<i>— huit courteous (keitius)</i>	
<i>fool</i>	<i>stool</i>	<i>— best</i>	<i>guest (gest)</i>
<i>vase</i> (vāz)	<i>— go</i>	<i>low</i>	<i>— now</i>
			<i>bow</i>

EXERCISES

1 The Japanese build their houses of wood and paper because of earthquakes

Complete these sentences similarly —

- (1) We do not play in the sun
- (2) The fox ran about here and there
- (3) He opened his umbrella

2 Frame suitable questions to get the following answers —

- (1) No chairs and tables at all
- (2) No, they don't sit with their shoes on
- (3) Yes, the Japanese are very courteous
- (4) To keep off the dust
- (5) Yes, they love their country

3 Supply suitable predicates and complete these sentences —

- (1) The houses of the Japanese
- (2) Trains
- (3) The crow . .
- (4) The fair . .
- (5) The shepherd's lot
- (6) The milk in the pot

4 Use *not* in the following —

- (1) They make very many nice things.
- (2) They live simply
- (3) The milkmaid lives by selling milk
- (4) The kitten escaped
- (5) My father told me about them
- (6) His boy tends the flock of sheep

5 wonder wonderful
 beauty beautiful

Form similar words from joy, peace, play, help, use, watch

20. COTTON



climate
wear

height
bear

pod
basket

drop off
burst open



What are most of our clothes made of? They are made of cotton. People who live in hot climates wear cotton clothes because they are cool. Those living in cold climates need woollen clothes because wool keeps the body warm.



We get wool from the sheep, but cotton from the cotton plant. This plant grows in hot climates. Much cotton is grown in India, Egypt, Australia, and America. The plant grows to a height of four to

five feet, and bears pretty yellow flowers. When the flowers drop off, you see a small pod.

The small pod grows quickly. After a while it turns brown, and bursts open. You then see that it is full of white cotton. People pick the cotton from the pod, and take it away in baskets to be cleaned.

The plants in a cotton field are planted in rows. Pickers can move easily among the plants while picking the cotton.

PRONUNCIATION

<i>bright</i>	<i>climate</i>	<i>height</i>	—	<i>stop</i>	<i>drop</i>	<i>pod</i>
<i>fair</i>	<i>fare</i>	<i>wear</i>		<i>bear</i>	—	<i>burst</i>
<i>ask</i>	<i>basket</i>					

EXERCISES

1 Frame suitable questions to get the following answers —

- (1) Of cotton
- (2) From the sheep
- (3) In hot climates
- (4) Four to five feet
- (5) A small pod
- (6) The pod bursts open

2 Fill up the blanks with suitable words chosen from those in brackets —

- (1) That boy—(grows, picks, takes, wears) a cap on his head
- (2) People—(get, take, pick, put) the cotton from the pod

- (3) The horse—(works, lives, carries, serves) its master for many years
- (4) The girls—(make, arrange, see, put) the flowers in the vase beautifully
- (5) We—(took, met, came, told) our father at the station

3 *The small pod grows quickly*

What is the subject of this sentence? What is the important word in the subject? What part of speech is *small*?

What is the predicate? What is the verb? The word *quickly* modifies the verb *grows*. It is an adverb

It is a *very* big house

The horse ran *very* fast.

In these two sentences *very* is an adverb

In the first *very* modifies an adjective, in the second it modifies an adverb

Thus adverbs can modify verbs or adjectives or other adverbs

Point out the adverbs in the following

- (1) The stork could easily get the food
- (2) This made him very angry
- (3) The moon was shining brightly
- (4) One bird always stays in the nest
- (5) Will you take us quickly?
- (6) I lived very well

4 (1) Before the motor-car came carts, jutkas and carriages were common

(2) This made him very angry, but taught him a lesson

- (3) Gopu, have you worked your sums?
- (4) Yes, the Japanese are very clever
- (5) No, it isn't
- (6) The kitten said, 'Have it all to yourself and enjoy it.'

In these sentences note the use of the comma

In (1) two words of the same part of speech not joined by *and* come together. The comma is used to separate them

In the second sentence the comma is used to separate co-ordinate clauses joined by a conjunction. The comma should nearly always be used before *but*

In (3) the comma separates a nominative of address from the rest of the sentence

In (4) and (5) the comma is used after *yes* and *no*

In (6) the comma is used to separate a direct speech from the rest of the sentence

Use the comma where it is necessary —

- (1) Most cotton grows in India Egypt Australia and America
- (2) Mary said 'John how pretty the cup is!'
- (3) I once caught a fish alive but I let it go again

21 THE HARE AND THE TORTOISE



hare	impossible	agree	own	able	meanwhile
tortoise	settle	goal	race	fell asleep	at once
beat	laugh	swift	nap	far ahead	

Note Never write *at once* as one word

Read this story silently, and answer these questions —

- (1) Why did the hare laugh at the tortoise?
- (2) What did the two agree to do? Why?
- (3) Why did the hare have a nap?
- (4) Why did the hare reach the goal after the tortoise?

One day a hare met a tortoise moving slowly, and laughed at it

‘How very slow you are!’ said the hare

‘Slow I am,’ said the tortoise, ‘but I could easily beat you in a race’

‘Beat me!’ said the hare, laughing ‘That is impossible.’

‘Not at all impossible,’ said the tortoise ‘I could beat you any day.’

‘Let us run a race now and settle the matter,’ said the hare.

‘Very well,’ said the tortoise, and the two agreed to run the race at once

The goal was fixed, and the two started.

The hare ran swiftly, and was soon far ahead of the tortoise.

‘I am rather tired,’ said the hare to itself, ‘and the tortoise is still far behind. So I will lie down, and have a little nap. When I wake, I shall easily be able to reach the goal before the tortoise gets near it.’

So saying, the hare lay down, and fell fast asleep. As it was very tired it slept for a long time.

Meanwhile, the tortoise walked slowly on, passed the hare, and reached the goal.

Now the hare got up and ran as fast as it could to the goal. But when it got there, it found the tortoise already there! It had to own that the tortoise had won the race.

PRONUNCIATION

<i>fare</i>	<i>hare</i>	—	<i>for</i>	<i>nor</i>	<i>tortoise</i> (<i>tortus</i>)	—	<i>agree</i>	<i>ahead</i>
<i>neat</i>			<i>beat</i>		<i>meanwhile</i>			
<i>in</i>	<i>impossible</i>		<i>sit</i>	<i>swift</i>	—	<i>met</i>	<i>settle</i>	<i>tell</i>
<i>mat</i>			<i>matter</i>		<i>nap</i>			
<i>road</i>	<i>goal</i>	—	<i>one</i>	<i>won</i>				
<i>day</i>	<i>able</i>		<i>race</i>	—	<i>grass</i>		<i>laugh</i>	

EXERCISES

1 Complete the following sentences —

- (1) They fixed a goal
- (2) The hare lay down
- (3) The kitten got down into the well
- (4) We wear woollen clothes
- (5) The girl went to the market
- (6) The Japanese take off their shoes

2 Fill up the blanks, and read the sentences —

- (1) Cotton clothes keep us cool, while woollen clothes keep us
- (2) The hare is swift, but the tortoise is
- (3) The street is broad, but the lane is
- (4) The kitten went before, and the fox came

3 Slow, slowly. Form similar words from quick, bright, beautiful, nice, real, swift

4 Pick out the adverbs from the following and say what words they modify —

- (1) How very slow you are!
- (2) Let us run a race now
- (3) I shall easily be able to reach the goal
- (4) The tortoise soon reached the goal
- (5) I shall get quite rich
- (6) He only comes and caws again

5 Write these sentences using capitals and punctuation marks where they are necessary —

- (1) let us run a race now and settle the matter said the hare
- (2) we get wool from the sheep but cotton from the cotton plant
- (3) if all the seas were one sea what a great sea would that be
- (4) the horse is a noble animal and looks very fine with its long tail and thick mane
- (5) the girl learnt the lesson dont count your chickens before they are hatched

22 TOWARDS THE SEA

rain	hill	mountain	free
rill	brook	join	

The rain fills up the little rills
That I can see upon the hills
The rills run into brooks, and they
Race down the mountain side in play
The brooks all join; then fair and free,
A river runs towards the sea

PRONUNCIATION

rain	train	rain	—	fill	rill	hill
moon	noon	brook	--	joy	join	
see	three	free	--	mouth	mountain	

EXERCISES

1 Answer the following questions —

- (1) What fills up the little rills?
- (2) Where do I see the rills?
- (3) What do they run into?
- (4) Does the brook run quickly or slowly?
- (5) What makes a river?
- (6) Where do the rivers run to?

2 What words rhyme with *rills*, *they*, and *free* in this poem?

3 Pick out the nouns and verbs in this lesson

4 I can see the hills upon the hills

upon connects *rills* and *hills*. It is a preposition

Pick out the prepositions in the following —

- (1) The cotton plant grows in hot climates
- (2) He let the tree fall into the great sea
- (3) Tell me something about the Japanese
- (4) You must leave your shoes at the door.
- (5) The mane is the long hair on the horse's neck
- (6) The legs of the horse are long and strong

23. A PRIZE-GIVING



hullo	song	examination	rather
prize	recite	sports	splendid
suppose	poem	interest	had better
conduct	report	dull	first in class
science	remember	game	
page		term	

Father—Hullo, Kittu, you're late. I'm sorry I could not get home in time for the prize-giving. Those are your prizes, I suppose.

Kittu—Yes, father, they are. This book was

for being first in the class and this one was for good conduct.

F—You didn't know you were going to get that, did you?

K—No, I didn't, father. Look, what a fine book it is—'A Wonder Book of Science.' It has splendid pictures on almost every page.

F—Yes, it is a good book, and I should like to read it myself. But tell me all about the prize-giving.

K—First of all two little boys sang a song. They sang very well. Then a bigger boy recited a poem in English, and another boy recited one in Sanskrit. After this the Headmaster read his report.

F—What did he say in his report?

K—It was rather a long report and I don't remember all that he said; but I know that he spoke about examinations and sports.

F—Sports! Ah, I should like to see you more interested in them. You know, 'All work and no play makes Jack a dull boy.'

K.—Yes, I know; and I mean to play games more next term.

F—How did the play go off? You were in that, weren't you?

K—Quite well, I think. I only had a small part.

F.—Well, I am sure you're tired. You had better have your supper now.

<i>hush</i>	<i>hullo</i>	<i>suppose</i>	<i>dull</i>
<i>lies</i>	<i>prize</i>	<i>science</i> (<i>sciens</i>) — <i>fond</i>	<i>conduct</i> <i>long</i> <i>song</i>
<i>lane</i>		<i>games</i> —	<i>hang</i> <i>sang</i>
<i>receive</i>	<i>recite</i>	<i>remember</i>	<i>report</i> <i>interest</i>
<i>edge</i>	<i>ever</i>	<i>examination</i>	<i>splendid</i>
<i>horse</i>	<i>sports</i> —	<i>so</i> <i>poem</i> —	<i>father</i> <i>rather</i>

EXERCISES

1 *You're, I'm, didn't* In words like these a letter is left out. The apostrophe (') shows that a letter is left out. Write these fully —*don't*, *weren't*, *haven't*

2 Learn these forms —

- (1) You didn't know you were going to get that,
did you?
- (2) You were in that, *weren't you?*

3 A father tells his son

- (i) to read his lessons,
- (ii) to help his mother,
- (iii) to help him in his work in the field,
- (iv) to come home before dark

Write sentences using *I should like*

4 *I mean to play* games next term

Write similar sentences about

- (i) buying a new pen
- (ii) going with father to Madras
- (iii) walking to school
- (iv) going to the pictures

5 Use the proper form of the verb given in brackets

- (1) The headmaster now — his report. (read)
- (2) Horses — long tails (has)
- (3) The baby in the cradle — now (cry)
- (4) These — my prizes, father (be)
- (5) I — not — my pen here (find)
- (6) Where — the brook — ? (flow)
- (7) That girl — well at the prize-giving (sing)
- (8) I — him before (know)
- (9) The headmaster — about sports at the prize-giving (speak)
- (10) Yes, the play — off very well that day (go)
- (11) He was late, and he — us only at the station (join)
- (12) The hare — well on the way, and the tortoise — the race (sleep, win)

6 Give words meaning the same as splendid, clever, fair, swift, drop, stare

24 THE DATE-PALM



date
palm
belong

same
palmyrah
sandy

desert
chief
fibre

weave
stalk
timber

You haven't seen these trees before. Have you? They are date-palms. They look like coconut trees. Both belong to the same family, the palm family. The palmyrah is another tree which belongs to the palm family.

The date-palm is so called because it bears dates. The dates hang in golden bunches from among the leaves at the top of the tree.

The date-palm is common in the hot and sandy deserts of Arabia. No other tree will grow there. The Arabs therefore call the date-palm 'The King of the Desert'.

The date-palm is as useful to the Arabs as the coconut palm is to us. The palm dates are

their chief food. They make ropes out of the fibres of the leaves, and weave baskets with the leaf-stalks. They use the trunk for timber.

Of all the palms the coconut-palm is the most beautiful and useful

PRONUNCIATION

<i>name</i>	<i>same</i>	<i>date</i>
<i>in</i>	<i>tumber</i>	<i>leaf</i>
<i>high</i>	<i>nigh</i>	<i>weave</i>
		<i>chief</i>
		<i>— walk</i>
		<i>stalk</i>
		<i>and</i>
		<i>sandy</i>

EXERCISES

1 Answer the following questions —

- (1) Where do date-palms grow?
- (2) What do the bunches of dates on the trees look like?
- (3) How do the Arabs use the dates?
- (4) What do they make out of the fibres of the leaves?
- (5) How are the trunks useful?

2 The date-palm is so called *because it bears dates*

Complete the following sentences similarly —

- (1) The mango tree is so called
- (2) The date-palm is called 'The King of the Desert'
- (3) The coconut-palm is so called
- (4) The Japanese are so called

3. *The coconut-palm is the most useful of all the palms*

Write similar sentences about

- (i) the cow,
- (ii) the hen,
- (iii) the plantain

4 The palmyrah is another tree *which* belongs to the same family

Which here connects *tree* and *belongs to the palm family* *Who*, as you know, is another such connecting word. They are relative pronouns or conjunctive pronouns

They make ropes out of the fibres of the leaves, *and* weave baskets with the leaf-stalks. Here *and* connects two sentences. *But* is another word which so connects two sentences. *And, but, and* other such words are *conjunctions*. *And*, as you know, connects *words* too

Give the part of speech of each of the words in the following sentence —

Squirrels live on nuts and berries

5 Learn these forms —

good	better	best
much	more	most
fast	faster	fastest
beautiful	more beautiful	most beautiful
useful	more useful	most useful

25 THE WIND



wind

tremble

wander

whistle

dim

north

snow

to and fro

neither—nor

Who has seen the wind?

Neither I nor you;

But when the leaves hang trembling,

The wind is passing through

Who has seen the wind?

Neither you nor I;

But when the trees bow down their heads,

The wind is passing by

Who has seen the wind?

Wandering, whistling, to and fro,

Bringing rain out of the west,

From the dim north bringing snow?

—Christina Rossetti

PRONUNCIATION

<i>with</i>	<i>wind</i>	<i>whistle</i>	<i>dim</i>	
<i>tender</i>	<i>tremble</i>	<i>west — no</i>	<i>fro</i>	<i>snow</i>
<i>want</i>	<i>wander — paw</i>	<i>north</i>	(nawrth)	
<i>either</i>	<i>neither</i>			

EXERCISES

1 Answer the following questions —

- (1) Has any one seen the wind? (answer in one word)
- (2) How do you know that the wind is blowing?
- (3) What does the wind bring
 - (i) from the west?
 - (ii) from the north?

Either you or I must be wrong

Neither you nor I have seen the wind

The italicised words are conjunctions

Use *either—or* or *neither—nor* suitably in the following —

- (1) The beggar has — food — clothes
- (2) Give me — a pen — a pencil
- (3) He has not brought — his books — his slate
- (4) I saw — Dutt — Roy in the playground

26 THE KING AND THE FARMER

chance	trouble	sure	present
surprise	forefather	fool	how old are you?
answer	age	dear	say good-bye to

Here are four pictures of a King and a farmer. Study the pictures, and answer these questions —

(1)



(2)



(3)



(4)



(1) What is the farmer doing? (plant, mango tree)

(2) Who is coming that way in the second picture? (king)

(3) What does the farmer do on seeing the king? (bow)

(4) What is the king doing in the third picture? (question)

(5) What is he doing in the fourth picture? (present)

Here is the story of *The King and the Farmer*.

One day an old farmer was planting young mango trees in his garden. The king of the country, who was out riding, chanced to pass by the garden then

When he saw the old man taking the trouble to plant young trees, he was surprised. He therefore stopped his horse, and called the farmer. The farmer ran up, and bowed to him

‘How old are you?’ asked the king.

‘Eighty years old, sir,’ replied the farmer.

‘How soon will these trees bear fruit?’

‘In about twenty years, sir,’ answered the farmer.

‘You must be a fool to plant them at your age,’ said the king.

‘Why do you think so, sir?’ asked the farmer.

‘Surely, you will not live to eat their fruit,’ said the king. ‘Why then should you trouble to plant them?’

‘Sir, look at these trees the fruit of which I eat,’ said the farmer. ‘I did not plant them, but I eat their fruit. My father and forefathers planted them, and I enjoy their fruit. I should in the same way plant, in my turn, trees for those who may come after me.’

‘Dear old man,’ said the king, ‘you have taught me a lesson. The country needs many more men like you.’

So saying, the king gave the farmer rich presents, and said good-bye to him.

PRONUNCIATION

*ah answer
sum surprise but trouble (truble) — page age
near dear — your sure (shoor)
father chance*

EXERCISES

1 Fill up the blanks with words chosen from those in brackets —

- (1) As I was going to the station, I — (wished, waited, talked, chanced) to meet the teacher
- (2) You must be a — (king, wise man, fool, postman) to play in the hot sun
- (3) We — (make, need, grow, sell) food to live
- (4) The fox looked — (in, on, with, into) the well
- (5) The king gave the farmer rich presents — (when, who, because, but) he was wise
- (6) The cow is the most useful — (in, to, of, about) all the animals

2 Use the phrases given below —

- (1) Dutt had to go home, so he his friend
- (2) The train was late, and we walked on the platform
- (3) He is tired, he go to sleep now

(4) The teacher came into the class, and the boys stopped their noise

(5) We must our teeth, or we shall fall ill at once, had better, take care of, to and fro, said good-bye to

3 Break up these sentences into subject and predicate —

(1) An old farmer was planting young mango trees in his garden

(2) A bigger boy recited a poem in English

(3) Those living in cold climates need woollen clothes

(4) The dust of the street does not get into the house

(5) A hungry fox went out in search of food

4 A kitten lived on a farm A hungry fox saw *the* kitten one day *The* fox wanted to kill *the* kitten

The words *a* and *the* are often used before nouns They are adjectives of a special kind called *articles* *An* is the same as *a* but is used before a vowel

5 Complete these sentences —

(1) A young tree is called a —

(2) A young cow is called a —

(3) A young sheep is called a —

(4) A young cat is called a —

27. THE MANGO TREE



shield
dreary
wet

monsoon
against
dry

welcome
parched
remain

taste
heat
beneath

The mango tree beside our well
Is great and thick and high;
When I stand under and look up
I cannot see the sky.

It shields me from the sun and heat
And I can sing, or play,
Or read my books, or eat, or sleep,
Beneath it all the day;

While in the dreary wet monsoon
When rain falls all around
If I stand close against the trunk
I still am dry and sound.

And even in the thirsty days
Before the welcome rains,
When all the ground is hot and parched,
One lovely thing remains

The mangoes then upon our tree
Grow golden in the sun,
And I walk round and round to look,
And long to taste just one.

And sometimes when I have been good,
As good as good can be,
My father gives me some to eat
From off our mango tree

—(Reprinted by kind permission of
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UNIVERSITY PRESS, Bombay)

PRONUNCIATION

believe become beneath beside remain — field shield heat
again against — are parched
dear dreary — cry dry — met wet welcome
lame taste — on monsoon

EXERCISES

1 Answer the following questions:—

- (1) Why can you not see the sky from under a mango tree?
- (2) What does it shield you from?
- (3) How does it help you in thirsty days?
- (4) When does the father give some fruit to eat?

2 Give words meaning the opposite of —
thick, under, beneath, dry, good

3 I long to taste just one

Write similar sentences using

- (i) book, read,
- (ii) Madras, visit,
- (iii) river, bathe,
- (iv) evening, rest

4 What words rhyme with each other in this poem?
Add one more word to each pair

28 THE GODAVARI

fertile	gorge	separate	canal	bank	mile
across	deep	delta	district	port	consider
eastward	safe	dam	waterway	cross	holy
ghat	boat	prevent	passenger	bridge	pilgrim
force	divide	lake	goods	bathe	

There are many large rivers in India which make the country fertile. The Godavari in South India is one of them. It rises in the Western Ghats, and flows across Hyderabad, where some small rivers flow into it.

As it flows eastward, it forces its way through a narrow gorge in the Eastern Ghats. It is very deep here, and when the river is full, it is not safe for boats to go through.

After leaving the high land, the river flows through flat country, and grows broader and broader. At Dowlaishwaram it divides into two branches which flow separately to the sea. The land between the branches is very fertile. The

land between two or more branches of a river at its mouth is called a delta

A dam or wall has been built across the Godavari at Dowlaishwaram to prevent all the water from flowing away to the sea. The dam keeps back much of the water, and forms a great lake on the side away from the sea. Canals take water from this lake to different parts of the district for the fields. The canals also serve as waterways for boats carrying passengers and goods to the towns and villages on their banks. Rajahmundry is the chief river port.

The railway crosses the river at Rajahmundry. The railway bridge is built at the narrowest part of the river, and is yet over a mile long. It is one of the largest bridges in India.

Hindus consider the Godavari a holy river. Many pilgrims come from all parts of India to bathe in it at Rajahmundry all through the year.

PRONUNCIATION

<i>certain</i>	<i>fertile</i>	<i>—</i>	<i>separate</i>	<i>delta</i>
<i>walk</i>	<i>ghat</i>	<i>wall</i>	<i>waterway</i>	
<i>east</i>	<i>eastward</i>		<i>deep</i>	
<i>river</i>	<i>divide</i>	<i>prevent</i>	<i>district</i>	<i>bridge</i>
<i>for</i>	<i>gorge</i>	<i>force</i>	<i>port</i>	<i>pilgrim</i>
<i>home</i>	<i>boat</i>	<i>hole</i>	<i>holy</i>	
<i>race</i>	<i>safe</i>	<i>lake</i>	<i>bathe</i>	<i>—</i>
<i>lamp</i>	<i>dam</i>	<i>canál</i>	<i>passenger</i>	<i>flat</i>
<i>prevent</i>	<i>district</i>		<i>bridge</i>	<i>bank</i>
<i>on</i>	<i>cross</i>	<i>—</i>	<i>fun</i>	<i>pilgrim</i>
<i>fine</i>			<i>consider</i>	
		<i>mile</i>		

EXERCISES

1 Answer the following questions

- (1) What make India fertile?
- (2) Where does the Godavari rise?
- (3) Why is it not safe for boats to pass through the gorge when the river is full?
- (4) What is a delta?

2 Break up each of the following sentences into two sentences —

- (1) There are many large rivers in India which make the country fertile
- (2) The river divides into two branches which flow separately into the sea
- (3) A hungry fox which went out in search of food saw a kitten

3 Frame suitable questions to get the following answers —

- (1) To prevent the water from flowing away to the sea
- (2) Canals
- (3) At the narrowest part of the river
- (4) To bathe in the river

4 *The Godavari, The Western Ghats, The Eastern Ghats* *The* is used with names of rivers, mountains, seas, etc

Put in *a*, *an* or *the* in the blanks —

- (1) This is — fine cup Father gave me — cup
- (2) There was — stork who had — fox as his friend One day — fox invited — stork to dinner
- (3) I bought — umbrella last week I take — umbrella with me when I go out.

5 Choose the right word —

- (1) Rivers — (open, fall, rise take) in mountains, and — (become, go, begin, fall) into the sea
- (2) When boys play, they — (join, separate, divide, recite) into two teams
- (3) You must — (take, leave, bring, buy) your shoes at the door

6 Then houses are *simple*

Here *simple* is an adjective. It comes after the verb. Adjectives come thus after the verb *be* and its different forms

Supply suitable adjectives —

- (1) The crow is —
- (2) The Japanese are —
- (3) The farmer was —
- (4) The delta is —
- (5) The river is — at the gorge

7 Insert the right form of the verb given in brackets and read the sentences —

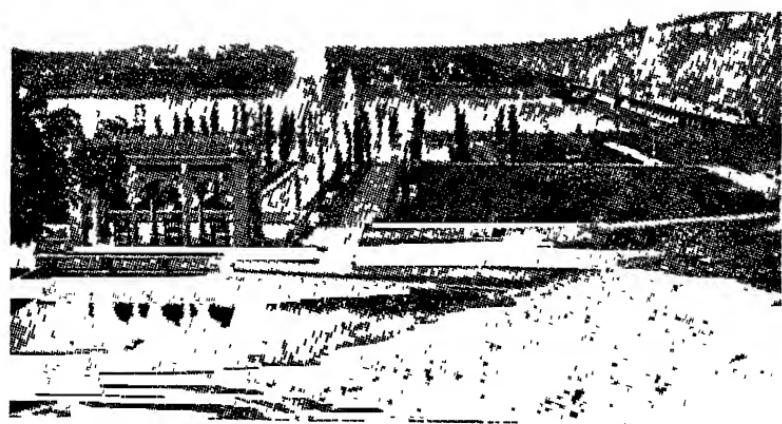
- (1) The dam — a great lake (form)
- (2) The railway — the river there (cross)
- (3) Canals — the water to the fields (take)
- (4) The branches — separately into the sea (flow)
- (5) The pod — open after some days (burst)

8 What part of speech is each of the words in the following sentence?

Many pilgrims bathe in the river

9 Give words meaning the opposite of —
separate, dim, same, possible

29 A VISIT TO BRINDAVAN



suggest	jet	return
visit	circle	change of scene
illuminate	dome	clouds of spray
believe	archway	some seven or eight
fountain	paradise	cover the distance
sight	earth	spend holidays
electric	miss	place of interest

Two friends, Krishna and Gopal, spent their holidays at Mysore. They spent a few days seeing all the places of interest. One day Gopal suggested a visit to Brindavan before they should leave Mysore.

Gopal —It's illumination day; and if we go by car, we shall not be away long.

Krishna —What is the distance?

G—Twelve miles each way

K—That is not much for a car, so let us go this afternoon

The two friends left for Brindavan in a car in the afternoon. The road went up and down, because the country is hilly here; but the car soon covered the distance

K.—This is the Krishnarajasagar Dam, I suppose

G.—Yes, I think it is. I believe it is the largest dam in India.

K.—No, the Mettur Dam is the largest dam in India.

G.—Here we are at Brindavan.

K.—Don't the gardens look fine?

G.—And the fountains with their clouds of spray! I thought the spray was a white roof from the distance

K.—It must be a wonderful sight when it is all illuminated

(It was now getting dark, and in a few minutes the lights were turned on.)

K.—What lovely colours!—green and red and yellow and purple

G—How beautiful the canal looks with the pink electric light under the water!

K.—Look at those jets of water arranged in a circle. They meet and form a dome

G—And look at the archway of fountains. It looks even more beautiful than it did by daylight

K—Truly this is a paradise on earth!

G—Yes, indeed it is. I have not been in so wonderful a spot before

K—I suppose no visitor to Mysore misses Brindavan

G—I don't think anyone does. Many of the people of Mysore come here in the evenings for change of scene and rest

K.—I don't want to leave this place, but it is getting late.

G—Yes, I think we had better return to Mysore.

PRONUNCIATION

<i>sum</i>	<i>suggest</i> (sugést)—	<i>wind</i>	<i>visit</i>	<i>miss</i>	<i>illuminate</i>
<i>leave</i>	<i>believe</i> —	<i>are</i>		<i>archway</i>	
<i>all</i>	<i>almost</i>	<i>answer</i>		<i>afternoon</i>	
<i>mountain</i>	<i>fountain</i>	<i>cloud</i> —	<i>pray</i>		<i>spray</i>
<i>height</i>	<i>sight</i> —	<i>met</i>	<i>electric</i>		<i>jet</i>
<i>girl</i>	<i>circle</i> —	<i>home</i>	<i>dome</i>		
<i>sea</i>	<i>seen</i>	<i>scene</i> —	<i>mat</i>		<i>paradise</i>

EXERCISES

1 Answer the following questions —

- (1) How did the two friends get to Brindavan?
- (2) What looked like a white roof from a distance?
- (3) What do the jets form?
- (4) Why do many of the people of Mysore go to Brindavan in the evenings?

2 The Mettur Dam is the *largest* in India

This can also be expressed in the following forms —

No other dam in India is so large as the Mettur Dam
The Mettur Dam is larger than any other dam in India

Write these sentences in these two forms —

The coconut-palm is the most beautiful of all the palms.

The Sonne bridge is the longest bridge in India
Rama is the tallest boy in the class

3 Fill in the blanks with words and phrases chosen from the lesson —

(1) No visitors to Madras the Aquarium
(2) You can easily the distance in two hours
(3) My father has gone to Bangalore for
(4) We our houses at Dipavali
(5) That village is five or miles from here.

4 I believe it is the largest dam in India

Use *I believe* similarly with the following and write sentences.—

- (i) Rama, rich,
- (ii) train, 10 o'clock,
- (iii) father, health

5 Give words meaning the same as truly, spot, fine, suppose

6 It is getting late. We *had better* return to Mysore.
Use *had better* in the following —

(1) The village is far away We in a car
(2) The cheese is too heavy You down to help me
(3) The price of cars will go up We one now.

7 Rewrite these sentences using the singular number of the important word in the subject

- (1) The gardens look fine
- (2) Canals take the water to the fields
- (3) The date-palms look like coconut trees
- (4) The girls arrange flowers of many colours in the vase
- (5) Squirrels are clean little animals.

30. WHY CATS WASH AFTER EATING

breakfast fellow in future hit upon
please plan about to

Have you seen cats wash their faces after eating? Cats always wash their faces after eating.

Do you know why cats wash their faces after eating? Here is a story which tells you why they do so.

Once a cat was very hungry. She wandered about here and there, but could not find anything to eat. At last she caught a rat, and was about to kill him and eat him.

'I haven't done any harm to you,' said the rat.
'Why do you want to kill me? Please let me go.'

'Let you go!' said the cat. 'That's impossible. I am very hungry, and want you for breakfast.'

The rat did not know what to do. At last he hit upon a plan to escape.

'Mrs. Cat!' said the rat, 'How is it you have forgotten to wash your face before eating?'

'I haven't forgotten it,' said the cat. 'I was just going to do it.'

So saying, the cat washed her face.

'Good-bye!' said the rat which was free, and ran off.

'A bad fellow!' said the cat. 'He has played a trick on me! But I have learnt a lesson. I shall in future wash my face *after* eating.'

PRONUNCIATION

bread *breakfast* *fellow* — *sit* *hit*
pan *plan* — *bought* *caught*
faces (fasez) *please* (pleez)

EXERCISES

1 Answer the following questions —

- (1) Do you wash your face before eating or after eating?
- (2) What did the cat find for food at last?
- (3) Why did the rat want the cat to let him go?
- (4) Why did the cat want the rat for breakfast?
- (5) What did the rat do to escape? (trick)
- (6) What lesson did the cat learn?

2 Complete these sentences, using the phrases given below:—

- (1) The kitten to kill the fox
- (2) I shall read my lessons well
- (3) The train was . . . start when we got into it
- (4) the bell rang, the boys were in their places
- (5) The river is deep. We get into a boat and reach the other bank
- (6) The rat the cat, and ran off

had better, about to, said goodbye to, hit upon a plan, as soon as, in future

3 Use capitals and punctuation marks where necessary, and rewrite the sentences —

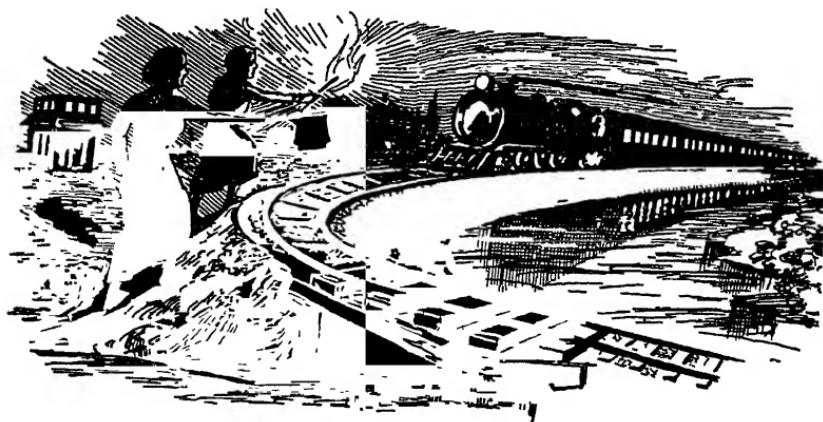
- (1) i havent done any harm to you said the rat
- (2) she wandered about here and there but could not find anything to eat
- (3) let you go said the cat that is impossible
- (4) i am very hungry and want you for breakfast

4 The rat did not know what to do At last *he* hit upon a plan to escape

Here *he* is used for rat to prevent the repetition of the same word This small word is a *pronoun* It is a *personal pronoun* *I, you, he, she, it, we, they* are the personal pronouns Learn their different forms —

<i>Nominative</i>	<i>Objective</i>	<i>Possessive</i>
I, we	me, us	my, our
You	you	your
He, she, it, they	him, her, it, them	his, her, its, their

31 A GIRL'S BRAVE DEED



widow	cot	tie	danger	save
hut	burn	skirt	signal	brave
chasm	piece	wave	speed	deed

There was once a poor widow in Virginia who had an only daughter Mother and daughter lived in a small hut by the side of a railway line

Near the place where their hut stood there was a deep chasm, and a wooden bridge had

been built over it The railway line ran over this bridge.

One night snow fell very heavily, and the bridge broke The girl chanced to see this It was then time for a train to run that way At once the girl ran to her mother to tell the news

At once mother and daughter broke their only cot and chair and burnt the pieces beside the railway line The girl asked her mother to tie her red skirt to a stick and wave it. while she herself waved a burning piece of wood.

It was not long before the train came along at high speed When the driver saw the danger signal ahead, he at once stopped the train The people in the train came out to see what it was When they saw how in that biting cold the widow and her daughter had saved them from certain death, they praised them for their brave deed.

PRONUNCIATION

<i>with</i>	<i>widow</i>	<i>signal—but</i>	<i>hut—cap</i>	<i>chasm</i>	(kasm)
<i>hot</i>	<i>cot</i>	—	<i>her</i>	<i>burn</i>	<i>skirt</i>
<i>buy</i>	<i>tie</i>	—	<i>peace</i>	<i>piece</i>	<i>speed</i>
<i>wave</i>		<i>danger</i>	<i>save</i>		<i>deed</i>

EXERCISES

1 Answer the following questions —

- (1) Why did the bridge break?
- (2) Why was death certain?
- (3) Why did mother and daughter burn pieces of wood?
- (4) What did they do to stop the train?
- (5) Why did the people praise them?

2 Rewrite as directed —

- (1) Snow fell very heavily, and the bridge broke
(Begin the sentence with *as*)
- (2) It was not long before the train came along at high speed (Use *soon*)
- (3) When the driver saw the danger signal, he at once stopped the train (Use *and*)
- (4) The train stopped. The people in it came out to see what it was (Combine into one using *when*.)

3 *The mother broke the cot*

This can also be written thus

The cot was broken by the mother

Change these sentences similarly —

- (1) The girl waved a burning stick
- (2) The driver stopped the train
- (3) The people praised them
- (4) The girl saw the danger

4 Put the proper personal pronouns in the blanks and read the sentences —

- (1) There was a chasm near the hut, and a bridge had been built over —
- (2) When the girl saw the danger, — ran to — mother to tell the news
- (3) When the driver saw the danger signal, — stopped the train
- (4) When the people saw the danger, — praised the mother and daughter for — brave deed

5 Learn:—

<i>Present</i>	<i>Past</i>	<i>Past participle</i>
stand	stood	stood
build	built	built
break	broke	broken
run	ran	run
burn	burnt, burned	burnt
see	saw	seen

32. A WISE CHOICE

whom	faithful	allow	death
earn	will (n)	choose	choice
slave	property	article	brought up

There was once a man who was very rich
He had an only son whom he brought up well
In time the son went to a distant place to work
and earn.

When the son was away, the man lived alone
He had a slave who was very faithful to him
He loved the slave very much, and the slave too
loved him.

At last the man became very old, and fell ill
When he was dying, he made a will for his pro-
perty He left all his property to the slave, and
the son was allowed to choose only one article

The man died after a few days, and the slave
waited for the son to come before taking the
property

When the son heard the news of his father's
death, he hurried home to take all the property
He reached the place only to learn that his father
had given all his property to the slave He was
very sad

Now there lived in that place a wise man who
was held in great respect by all The son went
and complained to him about the arrangement
made by his father

The great man thought for a while, and then said, 'After all, your father's arrangement is the wisest and the best'

'How wisest and best, sir?' asked the son 'I don't get the property'

'You are allowed to choose one article,' said the man 'A slave's property is his master's. Now choose the slave, and you get the whole property.'

The son was very pleased, and made his choice as the great man suggested to him.

PRONUNCIATION

<i>noon</i>	<i>whom</i>	<i>choose</i>	—	<i>bought</i>	<i>brought</i>	<i>property</i>
<i>her</i>	<i>earn</i>	—	<i>at</i>		<i>allow</i>	
<i>rain</i>	<i>faithful</i>	—		<i>are</i>		<i>article</i>
<i>health</i>	<i>death</i>	—	<i>boy</i>			<i>choice</i>

EXERCISES

1 Frame suitable questions to get the following answers —

- (1) To work and earn
- (2) To his slave.
- (3) To take the property
- (4) Because when you choose the slave, you get the property

2 Give words meaning the same as —
sad, ahead, certain, leap

3. Combine the following pairs of sentences, using *whom*:—

- (1) Near the queen stood a servant. She sent her to get a mirror
- (2) The farmer had a son. He put him to school
- (3) There was a wise man. All respected him

The boy recites a poem
A poem is recited by the boy

4 Rewrite the following sentences as shown in the example above

- (1) The Arabs love dates
- (2) The shepherd grazes his flock
- (3) Squirrels eat nuts
- (4) The crow steals our food
- (5) The girl feeds the chickens

5 Give the part of speech of each of the words in this sentence —

The rich man became very old

33. THE BABES IN THE WOOD

summer	sob	• bitterly	strawberry
plight	sigh	robin	

My dear, do you know
How a long time ago
 Two poor little children,
Whose names I don't know,
 Were stolen away
On a fine summer's day,
 And left in a wood,
As I've heard people say

And when it was night,
So sad was their plight.
 The sun it went down
And the moon gave no light
They sobbed and they sighed,
 And they bitterly cried.
 And the poor little things,
They lay down and died

And when they were dead,
The robins so red
 Brought strawberry leaves,
And over them spread;
 And all the day long
They sang them this song—
 'Poor babes in the wood'
 'Poor babes in the wood'
 And don't you remember
The babes in the wood?"

PRONUNCIATION

<i>hole</i>	<i>stolen</i>	— <i>top</i>	<i>sob</i>	<i>robin</i>
<i>caw</i>	<i>strawberry</i>	— <i>sit</i>	<i>bitter</i>	— <i>high</i> <i>sigh</i>

EXERCISES

1 Answer the following questions —

- (1) What became of the two little children one day?
- (2) How was their plight at night? Why?
- (3) What did they do?
- (4) What became of them then?
- (5) What did the robins do to them?

2 Pick out the words which rhyme with one another in this poem

3 The robins brought strawberry leaves They sang a song

Write these sentences making *strawberry leaves* and *song*, respectively, the subjects

4 So sad was their plight

Write this sentence in the usual order

5 Frame suitable questions to get the following answers —

- (1) It is my pen
- (2) That is your book
- (3) This is my bag

34 BARODA

state	lend	engineering	according to model
benign	thousand	network	trade law
park	training	ruler	benefit noted
institute	law	public	contain library
		crop	
			capital

Baroda is a big Indian state in the west of India. It contains nearly fifty towns and three thousand villages. The ruler of the state is called the Gaekwar. The present ruler is His Highness The Maharaja Pratapsingh Gaekwar. His grandfather, the late ruler, made Baroda into a model state. His Highness the present Maharaja is a wise ruler and a great sportsman. The people of the state are happy under his benign rule.



H. H. THE MAHARAJA
PRATAPSINGH GAEKWAR

The capital of the state is also called Baroda. It is a beautiful city with fine buildings and parks. The Lakshmi Vilas Palace, the Baroda College, the Training College, the Kirthi Mandir, the Kalabhavan Institute, and the Shree Sayaji Hospital are some of the chief public buildings in the city. The

Kamati Gardens near the Baroda College are one of the most beautiful parks in India.

Over thirty years ago a law was passed for the good of boys and girls of the state. According to this law, all boys and girls must go to school and study up to the age of twelve. There is no town or village in the state which has not an elementary school. Besides these there are several high schools and also two big colleges. There is a big institute to which students come from different parts of India to learn engineering and other trades. Baroda is also noted for its free libraries, which lend books free to anyone who wants to read.

Baroda is a fertile country. Many rivers flow through the state, of which the largest are the Narbada and the Tapti. As the land is fertile and because there is good rainfall, crops grow well in the state. The chief crops are grain, tobacco and cotton. Baroda is famous for its horses and its large white cattle. The Bombay-Baroda Central Indian Railway passes through Baroda. The state has also its own network of railways with over seven hundred miles of line. Baroda was the first Indian state to have the benefit of railways.

PRONUNCIATION

<i>late</i>	<i>state</i>	— <i>send</i>	<i>lend</i>	— <i>content</i>	<i>contain</i>
<i>drop</i>	<i>crop</i>	<i>modern</i>	<i>model</i>	— <i>paw</i>	<i>law</i>
<i>hark</i>	<i>park</i>	— <i>nose</i>	<i>noted</i>	— <i>shade</i>	<i>trade</i>
<i>like</i>	<i>library</i>	— <i>bed</i>	<i>benefit</i>	<i>beneath</i>	<i>benign</i>

EXERCISES

1 Answer the following questions —

- (1) What is the ruler of Baroda called?
- (2) Who is the present ruler of the state?
- (3) What is the capital of His Highness?
- (4) Is there any town or village in the state without at least an elementary school?
- (5) Why is this so? (Because early in his reign His Highness . . .)
- (6) What is Baroda famous for?
- (7) What are the chief crops?
- (8) Why is the country so fertile?
- (9) What are the chief rivers?

2 Give words opposite in meaning to —

anyone, shallow, longer, slender, western

3 Analyse into main clause and subordinate clauses —

As the land is fertile and there is good rainfall, crops grow well in the state

4. 'There is no town . . . ' Begin 'Every town
. . . ,

'Many rivers flow through . . . Tapti' Rewrite as
two sentences

35 OUR KING-EMPEROR

emperor	public	succeed	beloved
duke	function	reign	throne
travel	important	welfare	
empire	parliament	marry	
occasion	lady		

This is our King-Emperor. His name is George, and he is called George the Sixth, which we write George VI. George VI is King of England and Emperor of India.

He is the second son of the late King George V, and he was born on the 14th of December, 1895.

Before he became king, he was Duke of York. As Duke of York, he travelled to many parts of the British Empire, and so got to know his people.

On several occasions he took the place of his father at public functions when the King was unable to be present himself. Perhaps the most important of those occasions was his visit to Australia in the year 1927 to open the new Parliament House at Canberra, the new Australian capital.



KING GEORGE VI

When his father died, his elder brother, Edward VIII, succeeded to the throne. Edward VIII reigned for eleven months. He did much good and his people loved him.

George VI succeeded his elder brother, Edward VIII, to the throne on the 12th of December, 1936. He takes great interest in the welfare of his people, and his people therefore love him.

In April, 1923, our King married the lady who is now Queen Elizabeth. She also shows much interest in the welfare of her people, and is greatly beloved.

PRONUNCIATION

*end emperor empire welfare
news duke occasion (okayzhun) — bucket public
function succeed (sukseed) — impossible important
beloved (biluvd) — man marry
are parliament (parliment) — home throne
Canberra (Cánbera)*

EXERCISES

1 Answer these questions —

- (1) Who is now the King of England and Emperor of India?
- (2) When was he born?
- (3) Whom did he succeed?
- (4) How did George VI get to know his people?
- (5) Why is Queen Elizabeth so greatly beloved?

2 Read, filling up the blanks with the words and phrases given below —

I have been to Madras, and so have . . . the place my last visit I spent some time at the zoo, for I take wild animals

many times, got to know, during, much interest in.

gatue	kitten	page	re ^{ply}
ghat	lady	pale	re ^{port}
goal	lake	palm	re ^{spect}
good-bye, say .to	laugh	palm-yard	re ^{turn}
gorge	lay	pan	re ^{ach}
grey	leap	paradise	re ^{ill}
guest	live by	paunched	re ^{iver}
	look after	parent	re ^{obin}
happy	loriy	park	re ^{ock}
hate		parliament	re ^{ope}
harlow	mane	pass	re ^{ubbish}
harvest	mango	peace	
hatch	manners	pick up	safe
heat	market	piece	same
heavy	mairy	pilgrim	sandy
height	meal	place of	sane
hill	mile	interest	save
hind	milkmaid	plan	science
hme	miror	play a trick	sea
hit upon	miss	on	search, in...
hole	money	pleasant	of
holy	monsoon	please	seed
horse	most	plight	sell
hullo	motor	plough	separate
hungry	mountain	pod	servant
hunt	movement	poem	set out
husband		port	settle
hut	nap	praise	shell
	nasty	prevent	shield
ill	neigh	prize	shop
illuminate	neither. noi	property	sight
image	nest	provoke	sign
important	nice	public	signal
impossible	nigh	pulley	simple
indeed	noble	queer	since
ink	noise		skirt
innocent	none	race	slave
interest	nor	rain	sleep, go to
invite to	north	rather	snow
dinner	nothing	really	sob
		recite	something
jet	occasion	reign	song
join	off	remain	sorry
juggler	own	remember	soul
			sow

speed	sum	timber	weave
spill, spilt	summer	timid	wee
splash	supper	to and fro	welcome
splendid	suppose	tortoise	welfare
sports	sue	toss	whenever
spray	surprise	toy	while
spread	swift	travel	whistle
spring	swing	tremble	whom
squirrel	tail	trouble	wide
stalk	take care of,	trunk	widow
stare	—off	tune	wife
state	—part in	vase	win, won
steal	taste	vest	wind
stool	taught	visit	wish
stork	tender	wander	wonderful
straw	tem	wave	work, at
strawberry	thine	wear	would
stay	tie		
succeed	tight		
suggest			

